SOFTWARE

One disk + manual
for Apple II, II+, IIe, IIc, DOS 3.3

ON TARGET

3000 words of German

A "hit-or-miss 'em" vocabulary game

Langenscheidt Languageware

Languages are our game.

On Target

By
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and
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Introduction

ON TARGET is an altogether new vocabulary game for foreign language learners. Whether learning the language in a formal school setting or through self-study at home, any language learner can make use of this game. ON TARGET challenges language students to learn while they are operating in a game mode. Thus, in a pedagogically ideal manner, ON TARGET combines educational value with great fun.

ON TARGET:

- Develops and sharpens word recognition and recall skills – Players must react quickly, both mentally and physically;
- Supports vocabulary development in any curriculum area – Players or teachers can easily compile additional vocabulary lists, and players must learn new words to improve their scores;
- Allows for great flexibility and variety in its uses – Players or teachers can enter vocabulary for particular textbook lessons in minutes;
- Provides for individualization – Players can select the speed, the level of difficulty, and other conditions of play individually;
- Offers good feedback and support for the language learner – Players have repeated opportunities to "get it all together," and are shown immediate results;
- Features the particular character set of the target language.

Langenscheidt Languageware games make use of very extensive foreign language vocabulary lists featuring the most frequently used words of the target language. The Langenscheidt experience provides the basis for a brand new route to language expertise.

The Game Itself: ON TARGET

Words rush across the top of the screen. Only one is the correct match for the word you are holding beside you. Can you spot it and capture it before the words all disappear?

As the game starts, a word or expression is printed at the bottom of the screen. This word or expression is the "problem," or the word to be defined. Once the problem appears, four other words – "definitions" – begin to move across the top of the screen from left to right. The player aims to hit the definition that is the closest equivalent of the problem word. Superficially, that's all there is to it. But behind the scenes, much more is happening. Familiar words offer students an opportunity to demonstrate how quickly they can react, gradually moving them to respond more and more nearly automatically to a foreign language stimulus. Unfamiliar words force the players to do some of their learning by simple trial and error. This provides them with opportunities to learn from their mistakes; the incorrectly answered problems keep reappearing until the players get them right.

What is neat about ON TARGET is the way students are encouraged to play with words. The language learner begins to see words and expressions as items worthy of contemplation and consideration in their own right. There are repeated opportunities to knock words around, to jostle them, experiment with them, and generally have fun with them. By choosing different options on different occasions, players can move from the foreign language to the native language and then reverse the process. The more times someone plays, even if different words are used in subsequent games, the greater the sense of being comfortable with words is likely to be. And that's a worthy goal for anyone trying to learn a language.

General Instructions to the Player

In what follows, three kinds of material are included. Direct instructions to the user are numbered in sequence, and they are written in imperative form. Explanations and clarifications are either set off from those instructions in parentheses, or written as separate prose paragraphs. Finally, anything that actually appears on the screen while the game is being played – instructions to the player or questions for the player to answer – is written here in all capital letters to make it stand out clearly.

You as a player have some control over game conditions. All you have to do when options are presented is to make a choice among those options and then press the appropriate number. In such instances, you do not even need to press RETURN. Occasionally you do need to type in a response to a question; in those cases, you need to remember to type RETURN as well.

If you follow the numbered instructions below, you will find the game unfolds quickly and easily.

At the Terminal

The detailed instructions that follow are for those players who have had little or no experience with computer games. If you fall into such a category, you may want to work through the instructions here with some care the first time you play the game. If you have played with lots of computer games and other computer programs, much of what is spelled out here will seem pretty obvious to you. In that case, you may want to go ahead and tackle the game on your own, and use this set of instructions simply as a reference manual.

*****

(1) Insert the diskette into the disk drive.

*****

(2) Turn the computer on, if it is off. The program will boot up automatically; wait for the MENU to appear.

*****

(3) a. Type 'C' for CATALOG, if you simply want to see what files are on the diskette. Press the space bar when the cursor appears, to see the entire list.

b. Go directly to instruction (5), if you are ready to play the game.

*****

Here is a sample of what you might see on the screen after pressing 'C':

```
*T 014  DEUTSCH 1
*T 015  DEUTSCH 2
```


This portion of the CATALOG shows the names of two files: "DEUTSCH 1" and "DEUTSCH 2". The asterisk at the extreme left in each line indicates that the files are locked against accidental erasure. The "T" following the asterisk tells you that these are Text Files; only files with a "T" can be used in the game. The numbers indicate the length, in disk sectors, of each file.

When you have looked at the entire CATALOG, you will see the instruction: PRESS A KEY.

(4) a. Remove the diskette and insert another one, if the CATALOG shows that the diskette you have in the computer does not contain the vocabulary list you need.

b. Follow the PRESS A KEY instruction, if you do find the name of a file you want to use. This will return you to the MENU, so that you can proceed with the game.

*****

(5) Press 'O' for ON TARGET, when the Menu appears. The game will then be loaded into the computer and the title page will be displayed.

*****

(6) a. Press 'P' to play the game.
b. Press 'Q' to quit.

*****

Once you have pressed 'P' and any other key, you will automatically see a listing of the vocabulary files by name. (If there are more than twenty files on the diskette – all that can be shown at one time – you will need to press RETURN when the message "[RETURN] More lists" comes up. If you want to get out of the program at this point, without loading a file and playing a game, you can do so by pressing CTRL C. This will return you to the title page. CTRL C generally works this way.)

(7) Press RETURN, when you have reviewed the entire listing. You will then see: PRESS A KEY.

*****

(8) a. Go to instruction (9), if you see the file you want to use.
b. Press any key, if you want to see the listing again.
c. Insert another diskette, if you want a file that is not listed on the diskette you are using, and press RETURN.

*****

In the list of files, the name of each vocabulary list is preceded by a single letter in square brackets ([A], [B], etc.). This bracketed letter is all you need to load the vocabulary list you want to use.

(9) Press the letter that serves as a key to the vocabulary list you want to use; that list will then be loaded.

*****

For example: If you type in 'A,' you will see the name of the vocabulary list keyed by [A], followed by:

"..." CONTAINS [X] WORDS.
DO YOU WANT TO USE:
[1] ALL [X] WORDS
[2] ONLY PART OF THE LIST

(10) Choose either option [1] or option [2]; type in the number.

a. Go to instruction (13), if you choose option [1].
b. Go to instruction (11), if you choose option [2].

*****

If you choose option [2], you will see:

INDICATE THE WORDS TO BE USED;
BEGIN WITH WORD #

(11) Type in any number within the limits of the list. (Since you must use at least 4 words, you cannot begin with a word beyond the fourth from the last.)

*****

Next you will see:

END WITH WORD #

(12) Type in any number that is at least 3 numbers greater than the beginning number (since, again, you must use at least 4 words). If in (11) and (12) your numbers do not cover at least 4 words, or if the numbers are not contained in the list, you will be asked to choose again.

*****

The next several options have to do with the conditions under which you wish to play the game.
First you will see:

DO YOU WANT THE TARGETS TO BE:
[1] WORDS YOU ARE LEARNING
[2] DEFINITIONS OF THOSE WORDS

(This option is displayed only when the list being used contains no words or definitions that are longer than 20 characters. See the explanation in the section below on the Text File Maker.)

(13) Choose either option [1] or option [2]; type in the number. If you choose [1], your targets – the words that appear at the top of the screen – will be the problems, or foreign language words that you are learning. The word you hold at the bottom of the screen is the definition, or translation, of one of the problems floating past. If you choose [2], the reverse will be true: The words at the top of the screen will be the definitions, and you will hold at the bottom of the screen a problem – one of the

words you are trying to learn, for which you must then find the nearest match.

*****

Next you will see:

GAME CONDITIONS:
[1] 20 WORDS – SLOW
[2] 20 WORDS – REGULAR
[3] 20 WORDS – FAST
[4] HIGH SCORE

If you choose option [1], [2], or [3], the game will consist of 20 random problems at the specified speed.
If you choose option [4], the speed will be controlled automatically by the computer, beginning at a moderate pace and picking up speed as the game progresses.

(14) Choose option [1], [2], [3], or [4]; type in the number.

*****

When you type in the number of your choice, you will see the following instructions:

KEYS TO PRESS WHEN PLAYING THE GAME:
I: TO FIRE A SHOT
J: TO MOVE LEFT
K: TO STOP MOVING
L: TO MOVE RIGHT

(15) a. Press the 'I' key, when you are ready to hit your target.
b. Press the 'J' key to move the launching pad at the bottom of the screen to the left.
c. Press the 'K' key to stop.
d. Press the 'L' key to move the launching pad at the bottom of the screen to the right.

*****

(16) PRESS A KEY to begin the game.

Playing Conditions

The playing conditions are the same, whether you are playing the SLOW, REGULAR, FAST, or HIGH SCORE version of the game: You will always be offered 4 targets at which to shoot, and the targets will make two passes across the screen. You are allowed only two attempts per problem.

One difference in the HIGH SCORE version of the game is that a new challenge is added if you manage to reach a score of 20: Bombs will begin to drop. If you get a word wrong, or if a bomb hits you, it is "sudden death" and the game will end.

Scoring

If you are playing the SLOW, REGULAR, or FAST version of the game, the number of points you earn is based on three factors: the speed you choose, whether you hit the target on your first or your second attempt, and whether you hit the target on its first or its second pass. The points are distributed as follows:

	1st Attempt	1st Attempt	2nd Attempt	2nd Attempt
Speed	**1st Pass**	**2nd Pass**	**1st Pass**	**2nd Pass**
Slow	4	3	3	2
Regular	5	4	4	3
Fast	6	5	5	4

The maximum number of points possible in any one game is 120.

If you are playing the HIGH SCORE version of the game, you receive one point for each target you hit, regardless of whether you hit it on your first attempt or on your second attempt, and regardless of whether you hit the target on its first or its second pass.

Game Summary

At the end of each game you are shown a display of your performance in that game, and the overall summary of all the games you have played up to that point.

If you have played a 20-word version of the game, you are shown the number of points you received, the percentage that represents of the possible points, and the average for each of those two factors for all the games you have played up to that point.

If you have played the HIGH SCORE version of the game, you are shown the total number of points you received in the last game, the average number of points you earned per game, and your highest score.

*****

After you have played a game and have been shown the summary display explained above, you will see:

DO YOU WANT TO PLAY AGAIN?

(17) a. Press 'Y' to say "yes."
b. Press 'N' to say "no."

*****

If your answer is 'Y,' you will see:

CONDITIONS FOR THE NEW GAME:
[1] THE SAME WORDS
THE SAME SPEED
[2] THE SAME WORDS
DIFFERENT SPEED
[3] NEW WORDS

(18) Choose option [1], option [2], or option [3]; type in the number.

If you choose [1], the new game begins immediately, under the same conditions as the previous game.

*****

(19) a. Go to (13), if you choose option [2] (to indicate whether you want the problems or the definitions as your targets).
b. Go to (20), if you choose [3].

*****

If you choose option [3], you will see:

DO YOU WANT TO USE:
[1] A DIFFERENT PORTION OF [the chosen file]
[2] A NEW LIST

(20) Choose either option [1] or option [2]; type in the number.

a. Go to instruction (21), if you choose option [1].
b. Follow the PRESS A KEY instruction, if you choose [2]; this will take you back to instruction (7).

*****

If you choose option [1], you will see:

DO YOU WANT TO:
[1] KEEP THE SCORES FROM PAST GAMES
[2] ERASE PAST SCORES

(21) Choose either option [1] or option [2]; type in the number.

*****

(22) Go to (10).

*****

The Text File Maker

ON TARGET can be used just as it comes, but the Text File Maker that is included with it adds a significant new dimension to the usefulness and flexibility of the game. This program provides an easy way for teachers or students – any user – to create additional vocabulary lists to be used with the game. In practical terms what this means is that anyone using ON TARGET can manipulate it so that it is tailor-made for particular uses. With this program it should take only a few minutes for a teacher or a student to create, edit, or add to a vocabulary list, and then to store that list on a diskette for use with ON TARGET. Relevant vocabulary for a particular curriculum area, a specialized list of words for some field of business, or the words used in a particular textbook or reader can be added at will. In this way, language learners can adapt the game to make it optimally useful for them; they can build a game that gives practice with the words they most need or want to learn.

To use the Text File Maker, press 'T' when the MENU appears on the screen. Once the program has been loaded into the computer, the following list of choices is displayed:

[C] CATALOG
[D] DELETE A FILE
[F] FILE EDITOR
[K] CLEAR
[L] LOAD A FILE
[S] SAVE
[Q] QUIT

Each of the above choices will be listed as a heading in the instructions that follow.

[C] CATALOG

Pressing 'C' on the keyboard puts the following choices on the screen:

[1] DRIVE 1
[2] DRIVE 2
[Q] QUIT

Press '1' on the keyboard to see the catalog of files on the diskette in Disk Drive 1; press '2' for the catalog from Drive 2. Typing 'Q' will return the program to the main menu.

(If you press 'C' and the Catalog is not displayed, that will be because an error has occurred. In such a case you will be asked to press any key to continue. Before trying again, check to see that the diskette is properly inserted into the disk drive.)

Here is a sample of what you might see when you ask for a disk catalog:

* A 011 A
* B 049 ON TARGET S
* B 056 TEXT MAKER S
* B 017 RNOT
* B 017 RNTM
* B 005 SPAN. 40
* B 010 FLEX TYPE
* B 002 RELOCATOR
* T 008 SPANISH 1
* T 008 SPANISH 2

The Catalog will show you everything that is on the disk; most of the time you will be interested only in the files marked with a T (for Text File). The **name** of the file or program always appears to the far right. For example, the names in the sample catalog above are: A, ON TARGET S, TEXT MAKER S,

RNOT, RNTM, SPAN. 40, FLEX TYPE, RELOCATOR, SPANISH 1 and SPANISH 2.

The numbers just to the left of the file name indicate the length of the file (i. e., the number of disk sectors taken up by the file). Each diskette holds 496 sectors in all.

The letter that appears to the left of the numbers indicates the type of file that is stored. An A indicates that the program is written in Applesoft BASIC, an I stands for Integer BASIC, a B stands for a Binary or Machine Language program, and a T – as mentioned above – indicates a Text File. The Text File Maker is used to create this last kind of file. With the Text File Maker you cannot load or save files other than those that are marked with a T.

The asterisk to the far left indicates that the program is locked against accidental erasure. Care must be exercised in using the DELETE option (see instructions below), however, since even "locked" files can be deleted in whole or in part.

After reviewing the Catalog, press any key and then 'Q' to return to the Program Menu of the Text File Maker.

[D] DELETE A FILE

After pressing 'D' you will be asked to type the name of the file that you want to delete. (If you have pressed 'D' by mistake, or decide that you do not want to delete a file after all, then press RETURN and you will be returned to the main menu. If you have started to type the name of the file and then decide not to delete, use the back arrow key to erase what you have typed before pressing RETURN.)

As noted above, caution should be exercised in using the DELETE function. Once you have deleted a vocabulary list from a diskette, it cannot be retrieved. This is true both of lists you create or add to, and of lists on the original diskette. It is

not necessary to unlock files before deleting them; the program will delete both locked and unlocked files. You could, in other words, erase all of the vocabulary lists that are part of the game. Be sure you mean to delete before you do so!

If you decide you *do* want to delete a list, type in the name of that list and press RETURN. You will then be offered the following choices:

[1] DRIVE 1
[2] DRIVE 2
[N] NEW FILE NAME
[Q] QUIT

Press '1' to delete a file from a diskette in Drive 1, and '2' to delete a file in Drive 2. Press 'N' to type the name of a different file to be deleted. Typing 'Q' will return you to the main Program Menu, in case you have changed your mind.

Even after you have typed in the name of the file to be deleted, have indicated the Drive it is to be deleted from, and have pressed 'RETURN,' you have one more safeguard. You will see:

ARE YOU SURE YOU WANT TO PERMANENTLY
ERASE THE FILE FROM THE DISK?
[D] DELETE
[RTN] ABORT

At this point you can still get yourself out of the DELETE mode by pressing RETURN, to abort (or cancel) the operation. This is an important protection, to help save you from hasty actions you might regret later.

After a vocabulary list has been deleted, the program will automatically show you the new disk catalog. You can then get back to the Program Menu by pressing any key and then pressing 'Q' when that option appears.

[F] FILE EDITOR

The File Editor is the core of the Text File Maker and each of its main functions will be treated under a separate sub-heading. They are:

[A] ADD
[E] EDIT
[M] MODE CHANGE
[Q] QUIT

[A] ADD

This function allows you to create a new file, or to add to a file in memory (as long as you do not exceed the limitations spelled out below). If you are creating a file for the first time, you will be asked to type in a name for a file and also to choose the type of list you want to create. There are two types of lists:

[A] ALPHABETICAL
[N] NON-ALPHABETICAL

If you press 'A,' the list you create will be alphabetized automatically; it does not matter in what order you enter the words. (You will first see your entries on the screen exactly in the order you make them. As soon as you use 'O' or 'P' to List Up or List Down, however, they will appear in alphabetical order.) This option is offered because it makes it easier to edit your lists later on, if they are in alphabetical order.

A word of explanation is in order here. If a diacritical mark of any sort appears on the initial letter of a word, that word will shoot to the beginning of the list (i.e., it will not appear in alphabetical order). Similary, within the list of words beginning with any one letter, words with interior letters bearing diacritical marks will go to the beginning of that portion of the list. Thus the automatic alphabetizing feature must be understood

with these deviations in mind, although this applies only to lists that you create. The original lists that come with ON TARGET – in those cases where they are in alphabetical order – were typed in with all diacritical marks taken into account. The order will therefore be strictly alphabetical for those lists.

If you press 'N,' the words in your list will be stored in the order in which you enter them. Non-alphabetical lists have one main advantage over alphabetical lists. You can combine several different lists into one list, with identifiable boundaries. For example, words 1–30 might be the words from Chapter 1 in a textbook, words 31–62 the words from Chapter 2, and so on. With this type of list a student can practice the words from one or from several chapters when playing the game, by specifying the portion of the list to be used. (In order for students to do this, of course, you must note the beginning and ending words of each chapter's section, and give this information to the students.)

It is also possible to create and save several alphabetized lists and then to load them all into one file, but as separate sections. Doing this would automatically give distinct boundaries to each portion of the list. (See instructions below, under [L] LOAD A FILE.)

Creating a list simply by typing in words in any order, without worrying about alphabetization, may be the easier way to proceed. The resulting list would of course be non-alphabetical; it could be changed into an alphabetical list by using the MODE CHANGE function. (See the caution above, and the instructions below under [M] MODE CHANGE.) If you try to add to a non-alphabetical list, you will see the following question:

DO YOU WANT TO:
[A] ADD TO THE END OF THE LIST
[I] INSERT

If you press 'A,' you will have the opportunity to add new words, beginning with the number appropriate for the next entry. You will see, for example:

ENTRY #6
[RTN] ABORT

(If at this point you decide not to add a new entry, press RETURN to abort the operation and then press 'Q.' This will return you to the File Editor Menu.)

Type in the word you want to add, and press RETURN. You will then see:

DEFINITION

After you type in your Definition and press RETURN again, you have three choices:

[RTN] NEXT ENTRY
[R] RETYPE
[Q] QUIT

See below under **Retyping**, for an explanation on how to use that feature.

If, under the [A] ADD function, you press 'I' for **Insert** instead of 'A' for **Add**, you will be put into the EDIT mode and will have to press 'I' a second time (from among the choices offered in the EDIT mode). You will then have the opportunity to type in the number where you would like to insert your next item, before you in fact type the item itself.

The Text File Maker has some limitations that are designed to match the format of the game ON TARGET. The maximum length for Problems is 20 spaces, and the maximum length for Definitions is 80 spaces. If you try to enter a word or words that exceed these limits, the computer will tell you that your entry is too long and ask you type in a new one. When the game is

played, the targets can be either Definitions or Problems, but – because of the limitations on character spaces mentioned above – only if all the definitions in the list are 20 characters or less in length. If any of your definitions are longer than 20 characters, only the Problems will be allowed to appear as targets. Another limit is a minimum of 4 problems per file. Since the game cannot use a file that contains fewer than 4 problems, the Text File Maker will not allow you to save a file that contains fewer than that number of entries. There is a maximum of 125 problems per file. The Text File Maker will not allow you to add more than 125 problems to a file.

During the game, words from the specified portion of the list being used appear completely at random. You can use the Text File Maker to reduce that randomness to some extent, however. If there is a word that you would like the students to work on more than others, simply type that word into the list two or more times. This will cause it to appear more often when the game is played (though, because of the limit of 125 words per list, this will also reduce the number of different words you can include in any one list).

Making entries: Each entry consists of a Problem (a word) and a Definition. If you are creating a list that consists of target language words and native language definitions, the target language words should always be entered as Problems and the native language words as Definitions. However, it is also possible to create lists in which the problems and definitions are in the same language or in two foreign languages.

After typing in a Problem word, press RETURN; then type in the Definition. After you have typed in the Definition and pressed RETURN, you are offered the option of pressing RETURN in order to make the next entry, pressing 'R' to retype the entry just made (see section below on **Retyping**), or pressing 'Q' to quit.

If you enter a Problem word that has more than one Definition, you can type a Definition composed of several words. Do not, however, separate them with commas; the Text File Maker format is such that anything typed in after a comma is simply ignored. Instead, use a semicolon (;), a slash (/), or a dash (–). Another (and perhaps more useful) way of teaching multiple definitions of the same word is to type the same Problem word two or more times, giving a different Definition each time.

Retyping: When the 'R' key is pressed, the cursor is returned to the beginning of the last Problem that was added to the file. If you have opted to **Insert**, instead of to **Add to the end of the list**, this will put you into the EDIT mode and you will be able to use the **Search** or the **List** function to bring any word up for retyping. At this point you can type in a completely new word, or use the right-arrow key if only minor changes need to be made. (The right-arrow key moves the cursor to the right; as the cursor moves it has the same effect as retyping the letters that are correct. Thus only the incorrect letters need actually be redone.)

If you inadvertently press 'R' when the last word was not the one you meant to retype, press RETURN twice. This will have the effect of retyping that word and its definition exactly as they were, making them appear twice. Listing up or down will then get rid of the undesired second version, and will also enable you to get the correct word (the one you *did* want to retype) into place. Press 'R' again and go through the steps indicated above to retype the word or replace it with a different word. This is especially useful if you want to alter or add to a definition. Both the new (retyped) item and the original item being bumped will appear in the list until you **List Up** (press 'O') or **List Down** press 'P'). At that point, the new item will be seen to have replaced the old one.

[E] EDIT

This part of the program allows you to find and correct any mistakes that there might be in a list. (In order to use the EDIT mode, however, you must first LOAD the file you want to edit. See instructions below, under [L] LOAD A FILE.) The functions within this mode are: **Search, Retype, Delete, Insert, List Up, List Down,** and **Quit.**

Search: This function allows you to move quickly from one part of a list to another, or to find a particular entry. After pressing 'S,' you can type out the Problem that you are looking for, or type a number. If you type a number that is greater than the number of problems in the list, then the last Problem in the list will be displayed.

Retype: When the 'R' key is pressed, you will be asked to retype the last problem to have appeared on the screen as a result of using **Search** or **List.** Retyping a word in the EDIT mode is done as described in the previous section on inserting a word in a file (see **Making entries**, under [A] ADD).

Delete: This function allows you to delete words from the vocabulary list. The same kind of caution should be exercised in deleting words as is used in deleting whole files or vocabulary lists; refer to the section under [D] DELETE A FILE. If you decide you do wish to delete a single Problem word, you can type in either the word itself or its number in the list, and then press RETURN. The word will be deleted immediately. If you had the word you are deleting on the screen in front of you, you will see both it and the word that is acquiring its number through the bumping process as a result of the deletion. Thus, briefly, you may see two words with the same number; listing up or down (use 'O' or 'P') will get rid of this temporary

doubling, and will show you only the words that are left on the list, properly numbered.

If you wish to delete a sequential portion of a list, type the number of the first word to be deleted, a dash, and the number of the last word to be deleted. For example, to delete words 10 through 20 in a list, type: 10–20. When you press RETURN, problems 10, 20, and all those in between will be deleted (along with their definitions), and the remaining words will be renumbered accordingly.

There is no special warning to remind you each time that you delete a word or a portion of a list that deleted items are gone forever. Hence the special word of caution above. Be sure you really want to get rid of something before you use the Delete function!

Insert: This function is available only when you are editing a non-alphabetical list. (It is not necessary to specify a particular place in which to insert a word when adding to alphabetical lists, since all new entries are automatically inserted in alphabetical order.) When using the **Insert** function you will be asked to type in the number at which you would like to insert the new entry. You will also be told that the inserted word will replace the old word of the same number by bumping it up in the list. After you have typed the number und pressed RETURN, you will be able to enter the new Problem word and its Definition. Because of the "bumping" feature, all subsequent entries will be renumbered and the file length indicator at the top of the screen will change accordingly.

List up: Pressing 'O' will cause the list to be displayed on the screen in ascending order. The 'O' key was chosen because it is close to the REPEAT key on those models of the computer that have one. Pressing 'O' and REPEAT simultaneously will cause the list to move rapidly up the screen.

List Down: Pressing 'P' will cause the list to be displayed on the screen in descending order. This key, like the 'O' key, was chosen because of its proximity to the REPEAT key. Pressing 'P' and REPEAT simultaneously will cause the list to move up the screen rapidly (still in descending order).

Quit: Pressing 'Q' will return you to the File Editor Menu. (Pressing 'Q' a second time will return you to the Program Menu.)

[M] MODE CHANGE

This function allows you to alphabetize a non-alphabetical list (which can take several minutes, if the list is a long one), or to begin adding words in non-alphabetical order to a previously alphabetical list. If you press 'M' you will see three choices:

[A] ALPHABETICAL
[N] NON-ALPHABETICAL
[RTN] ABORT

If the list you are working with was created as a non-alphabetical list, you can alphabetize it by pressng 'A.' If the list you are working with was created as an alphabetical list, you can make it possible to add subsequent words to it in non-alphabetical order by pressing 'N.' (The words already on the list will remain in alphabetical order, however.) Pressing RETURN will abort or cancel the function, a useful device if you change your mind about what you need or want to do at this juncture.

Whenever the alphabetization function is in use, incidentally, "AL" will appear at the top of the screen to the left of the length indicator (e.g., "AL Len 196"). If, as outlined above, you press 'N' in order to add words in non-alphabetical order to a previously alphabetized list, the "AL" will disappear from the screen even though the words already on the list will remain in

alphabetical order. This is a reminder to you that your additions are not being alphabetized. You could, of course, subsequently use the MODE CHANGE function to alphabetize the whole list again. At that point the "AL" would reappear at the top of the screen.

Where the original lists that come with ON TARGET are in alphabetical order (either in their entirety or by parts of speech), it is probably better *not* to use the MODE CHANGE function, even if you have added words in non-alphabetical order at the end. Doing so would cause all works bearing diacritical marks to shoot to the head of the list (see above, under [A] ADD). Instead, if you want to add to existing lists, insert the words in correct alphabetical order as you go, so that you do not need to use the mode change function.

[K] CLEAR

When you are faced with the Program Menu, the 'K' key allows you to clear the computer's memory. If you have just created a new list or made changes (additions, deletions, rearrangements), remember to SAVE the list before you clear the memory. Clearing memory will erase all changes in the list that have not been saved to the disk. If you press 'K' you will see a reminder to that effect on the screen. If you *have* made changes that need to be saved, however, you will get an even stronger reminder. You will see:

> WARNING
> THE FILE IN MEMORY HAS NOT BEEN SAVED ON A DISK.
> CLEARING MEMORY WILL ERASE ALL CHANGES NOT SAVED TO DISK.

If, given this reminder, you decide you do not want to clear memory after all, you can press RETURN to abort (or cancel)

the operation. This will return you to the Program Menu. You can then use the [S] SAVE function (see below) to preserve any changes you have made. It is always a good idea, incidentally, to save any list (both the original vocabulary lists that come with the game and any new or altered lists you create), under a New File Name. Making frequent use of the SAVE function can – quite literally – save you a lot of time and effort.

[L] LOAD A FILE

In order to edit a file, you must first load it from a diskette into the computer's memory. After pressing 'L' you are asked to type in the name of the file to be loaded. If you do not wish to load a file, press RETURN before typing anything else and you will be returned to the Program Menu.

After you have typed the name of the file to be loaded and pressed RETURN, you can press '1' to load the file from Disk Drive 1, press '2' to load from Drive 2, press 'N' to type in a new file name, or press 'Q' to quit.

Important: Loading a new file will not erase any file that might be in memory already. Therefore, if you have been working on a file and wish to load a new file but do not want to combine the two, you must return to the Program Menu and clear memory before loading the new file. If you *do* want to combine two or more lists, simply load one file, then type in a new file name, and load the next one. Each new list will be added onto the end of the list that is already in memory.

If you load two or more files into one list, where some of the files are alphabetical and others are not, the mode of the first file loaded will determine how the new files are added. If you want to alphabetize the entire list, however, you must use the Mode Change key to do so. (See instructions for [M] MODE CHANGE, above.)

[S] SAVE

Every time you create or make changes in a list, you must save your work on a diskette or it will be lost when the computer is turned off or when memory is cleared. To save a file, press 'S' and then specify the Disk Drive to which you want to save the list.

If you want to save two or more copies of the same list on one diskette, you can do so by saving the same list under two different names. Save it the first time in the usual fashion ('S' and then the number of the Disk Drive). After you have been shown the Catalog, you will again have the following choices:

[1] DRIVE 1
[2] DRIVE 2
[N] NEW FILE NAME
[Q] QUIT

Use 'N' to type in a new name for the file, and go through the SAVE routine again. If you want to save the same list on several different diskettes, remove the diskette onto which you have saved the list and go through the SAVE procedure again on the next one. In such a case, you could use the same name, but it may be less confusing to use a new name even if it is on a different diskette.

After a file has been saved, you will automatically be shown the new catalog of the diskette onto which you have saved the file – confirming, as it were, that you did save your list.

N. B. After saving a file, you must press 'K' or 'Q' and return to the Program Menu before trying to load another file. Otherwise, the file you load will be combined with the list you just saved (though only one portion you originally saved will in fact be saved, so that the combination will not be permanent unless you go through the SAVE procedure yet again).

[Q] QUIT

Pressing 'Q' when the Program Menu is displayed will clear the screen, and cause the Disk Menu to be loaded into the computer – with any changes you have made and saved. Caution: Remember not to use QUIT until you have saved the work that you have done. If you QUIT before you SAVE the list on which you have been working, it will be lost. If you develop a habit of always saving your work and of making back-up copies of all diskettes, you will reduce the likelihood of dissapointment and frustration arising from inadvertent deletions or failures to SAVE.

Spanish Character Set

Character	What to type	
á	@,	in lower case mode
é	#	
í	$	
ó	%	
ú	&	
ü	<	
ñ	^,	lower case mode
i	^,	upper case mode
¿	@,	upper case mode

French Character Set

Character	What to type	
à	@,	in lower case mode
â	<	

é . . . . #
è . . . . $
ê . . . . %
î . . . . &
ô . . . . >
ù . . . . CTRL-Z, m
û . . . . ^, lower case mode
ç . . . . CTRL-Z, k

German Character Set

Character	What to type
Ä	@, upper case mode
ä	@, lower case mode
Ö	#
ö	$
Ü	%
ü	&
ß	^, lower case mode

Upper case lock: CTRL-A, CTRL-A.

Upper to lower case shift: CTRL-A.

When in lower case mode, press CTRL-A, to type the *next character only* in upper case mode.

Note: If your computer has a Caps Lock key, make sure that it is locked in the down position. Use CTRL-A, as described above, instead of the shift key, in order to get upper and lower case characters. If you are using an Apple IIc, CTRL-A is not needed. Simply use the shift key to get upper and lower case.

Explanation: "CTRL-A" means to press CTRL and while holding it down, press the 'A' key. Another example: "CTRL-Z, K" means press CTRL and Z at the same time, then release them both and press K. In this example, an upper case K is used. This means that if you are typing in upper case mode, all that you need to do is press "CTRL-Z, K." However, if you are typing along in lower case, you would have to shift to upper case using CTRL-A, before pressing "CTRL-Z, K."

Note to the Teacher

So why software, anyway? A better question might be: Why not? The unique new computer games from Langenscheidt combine educational value with great fun. They are easy to use. They are highly flexible, since they can be made to fit any curriculum and any textbook. They are perfect for home study or as sound additional support for traditional classroom work.

No computer software, regardless of its quality, can substitute completely for a living teacher. But using software for some aspects of language learning does have great advantages. In the first place, being able to interact directly with the computer gives the language learner an opportunity to engage in home study or to work independently. In the second place, whether the student is in a formal school setting or trying to learn on his or her own, the computer exhibits infinite patience and absolute consistency. The student can go over any item or explanation repeatedly. An incorrect or even stupid response is treated in a consistent and neutral manner. The student can try again without losing face, which means a great deal of freedom from the psychological tensions that learning a language entails for some people.

Then there is the important matter of feedback. Being able to get virtually instantaneous reaction and response to one's efforts to master new material is one of the most dramatic pedagogical advantages imaginable – no waiting around for papers to be corrected and returned, no time and emotional energy wasted on wondering whether one is on the right track. In addition, the computer can store and present summary data that give a cumulative assessment of the learner's efforts – a marvelous tool that can itself become an incentive to work yet harder, to learn even more.

A properly programmed computer game or lesson of any sort can give the student relief from the routine error correction that typically takes up enormous amounts of time in a standard classroom. With a good program also comes the opportunity for the learner to set the conditions of the game (within carefully constructed and controlled limits). While providing the student with a degree of autonomy and control not always available to the language learner, such a program also enables the student to have more fun and to learn more – more easily. The educational potential and the progress the student is likely to make are thus greatly enhanced.

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Words rush across the top of the screen.
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word you are holding beside you.
Can you spot it and capture it before
the words all disappear?

Educational Value:

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- Vocabulary for particular textbook lessons can be entered in minutes.
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- Results and missed words are immediately shown to player.
- Supports vocabulary development in any curriculum area.

For more than 125 years Langenscheidt has set the standards in foreign language publishing.
With computer-assisted language learning the tradition continues.

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Langenscheidt Languageware

Languages are our game.